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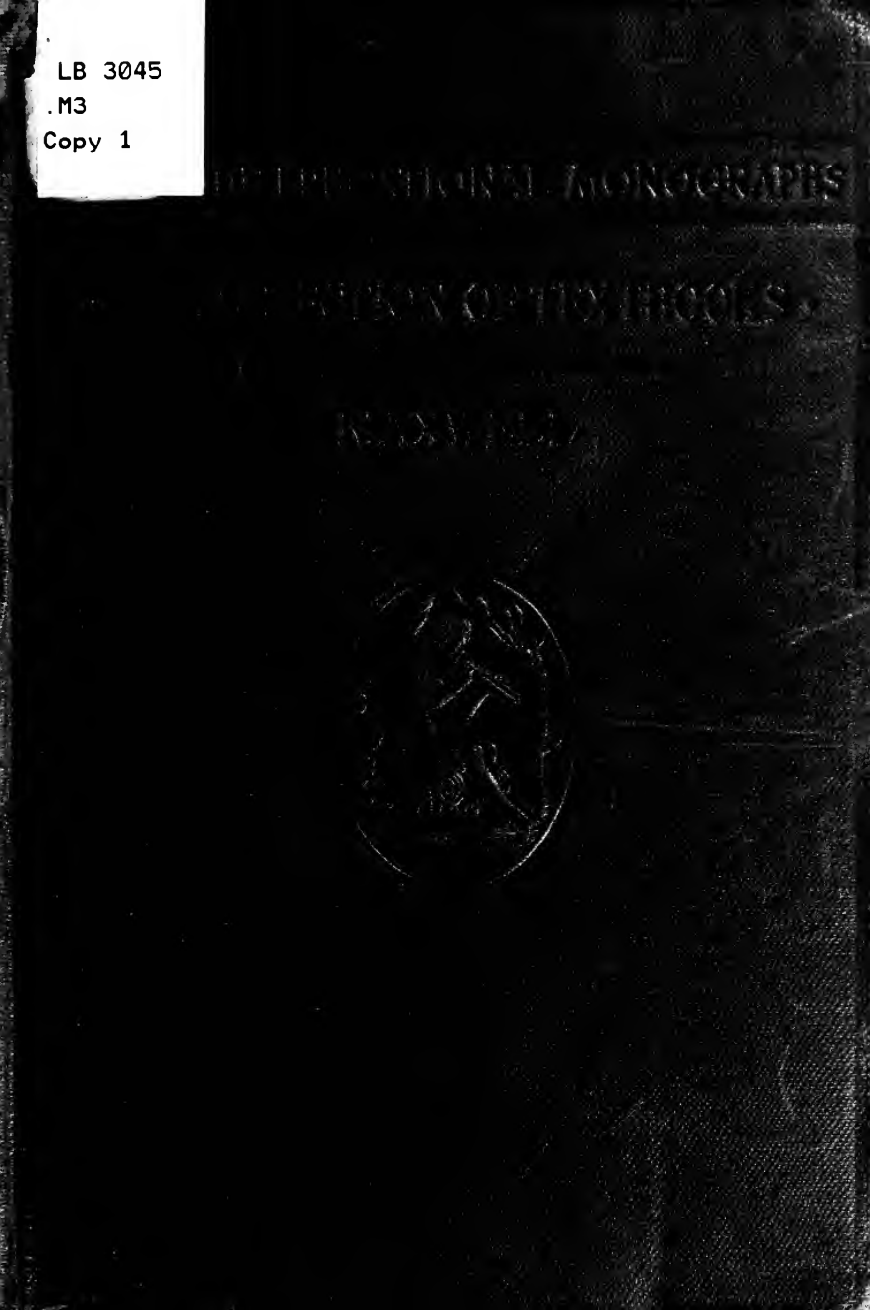

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THE SELECTION OF TEXTBOOKS

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EDITOR'S INTRODUCTION

GIVEN a reliable system of school administration, one which permits and aids the operation of the schools for the benefit of the children and society, the two factors which have the most direct influence upon the success of teaching in the average classroom are (1) the professional training of the teachers employed, and (2) the effectiveness of the textbooks used by the pupils.

The importance of well-trained teachers does not need to be argued. It has never required argument. But the ways and means by which prospective teachers of large ability are to be recruited by the normal schools, trained after they have entered upon their courses, appointed to positions which they are specially qualified to fill, and promoted for meritorious service, are matters to which the public mind should be directed continuously. The fact is that America has not provided an adequate corps of highly trained teachers for the education of its children. Every citizen in America recognizes the need, but public support has not operated to meet the necessity with satisfactory results.

EDITOR'S INTRODUCTION

The importance of excellent textbooks does need argument. The public does not understand either the function or the great influence of the textbook. The public sees little beyond the financial problems involved in the adoption of texts. When public opinion expresses itself on the matter of textbooks for the schools it does so chiefly in an effort to reduce the cost of textbooks by one legislative device or another. The cheapest text is usually the best to the layman. He favors long-period adoptions, uniformity of adoptions over wide political units, the adoption of a single rather than several texts, free textbooks, and is readily tempted by State publication and local authorship without stopping to consider the disadvantages. The average citizen focuses his attention on secondary considerations in textbook adoptions to the point of harmful interference with the educational effectiveness of schools. It is the business of the professional leaders who understand the situation to create in the public mind that appreciation of the importance of the textbook which will put the prime responsibility for textbook choices in the hands of professional educators competent to deal with the subject. Just so long as the present condition persists, textbook publishers will tend to give more heed

to the secondary financial considerations in the minds of laymen than to the primary educational considerations in the minds of teachers. And lay members of boards of education have in the past been more influential in this matter than school supervisors.

Our inadequate teaching staff for America increases the importance of the textbook in school life, for the more poorly equipped the teacher is the more he or she is dependent on the textbook for guidance in scholarship and method of instruction.

Indeed, we have in recent years come to recognize the truth that one of the best methods of introducing educational reforms is to give new principles and methods that incorporation which the textbook permits and requires. Abstract lectures and books on the art of teaching render an important service, but they reach only a few of the best teachers. When these pedagogical truths are given a concrete and usable organization in a textbook the whole body of teachers is reached and influenced.

In consequence the right selection of texts is a matter of great consequence for American schools. Textbook adoptions exercise strategic power for good and evil in education. The func-

tion of their choice cannot be left in our present reckless, haphazard, and inefficient state. Something must be done. For this reason it is a pleasure to present to the profession, to board members, and to the public generally, a small handbook which will aid those concerned in acquiring a proper point of view and method for the discharge of one of our largest educational responsibilities.

PREFACE

TEXTBOOKS are indispensable tools in school. They are considered by many people as second to the teacher in importance. Millions of copies are purchased by the public every year. Practically all the great publishing companies have departments devoted to the publication of schoolbooks, and several large publishing houses devote their entire attention to this field. Few questions of public school administration have secured more space in the daily press than has the selection of textbooks. Few questions of school administration have secured less scientific attention by professional educators than has this topic. It has been considered a political and financial problem rather than an educational one. This attitude has unduly emphasized the secondary features of the problem. It has caused many poor selections.

The author has felt for several years that textbooks should be selected by competent persons after a careful examination of available material. Hit-and-miss methods are no longer tolerated in efficient business management. We should not

accept a more complacent attitude toward education. There are indications that both the public and school executives are beginning to appreciate the need of scientific methods applied to all phases of the educational problem. Haphazard choice of schoolbooks by persons not in touch with the actual school situation must be discarded. An intelligent examination by persons directly responsible for results in the schools should be the policy of the future. The author of this monograph will feel repaid for his labor if it helps to further this movement.

The author wishes to acknowledge the assistance of many colleagues who have criticized the outlines. He is especially indebted to Dr. W. W. Theisen, Supervisor of Educational Measurements, Wisconsin State Department of Public Instruction, whose suggestions were particularly valuable.

C. R. M.

Laramie, Wyoming

THE SELECTION OF TEXTBOOKS

I

THE TEXTBOOK A NECESSARY TOOL IN TEACHING

THE textbook is an accepted tool in teaching. It is impossible to think of the traditional school without thinking of a textbook. Most teachers would be as hopelessly lost without one as would a mariner without a compass. Dependence upon a book is not wholly desirable. It is in some degree a reflection upon the ability of the teacher. The teacher is supposed by laymen to have a mastery of the subjects he teaches. Should we grant that many teachers are forced to rely on a textbook because of inadequate knowledge, it would not account for the dependence of those with scholarly attainments. It will be our purpose to consider briefly the reasons why the textbook plays such an important part in school life.

Books came into being when man reached a stage of development where he could realize the

need of the permanency of concepts for further progress. There has been slow progress from the clay tablets of the ancient nations to the artistic productions of our modern bookmakers. The books we have to-day are a comparatively modern invention. The universal availability of books has increased by leaps and bounds in recent years, and it is scarcely too much to say that every crossroads has its library. Philanthropists of great means have felt that the endowment of a library is one of the best means of social amelioration. The great increase in the number of books in our country might imply an increased emphasis on the textbooks in the schools, but it has had, indeed, the opposite effect. The multiplication of books has increased the dissemination of knowledge and it has given people a broader point of view. People who read widely are not content to accept the statement of one authority; consequently, the textbook does not have the prestige it once possessed. The increase in the number of books has developed a taste for good books, not only for books for the general reader, but for school texts in a like or even greater degree. It is frequently stated that there has been greater progress in the making of textbooks than in the making of other books. Dr. Winship has

said: "There has been no improvement in great works of fiction, in great poems, or in great essays in half a century, but American schoolbooks have improved marvelously, almost miraculously. Nowhere in the world have they improved as in the United States. There is not a nation on earth in which the schoolbooks approach even faintly those of America." [1]

A few decades ago the textbook was held in reverence second only to the Bible. A multiplicity of texts, together with a changed ideal of school procedure, has placed the center of gravity outside the authority of any particular book. Many textbooks have meant better books, a more extensive use, a more skillful use, and a more critical and independent attitude toward them. It has meant an extensive use, not an intensive study of one text, even though the author of such a text is an authority in his particular field. To meet the exigencies of everyday life it is necessary to take a broad and liberal point of view. It is only through seeing all points of view that one can be in a position to combat erroneous ideas. The use of many textbooks assists the student in getting a broad point of view, in critically examining data and opinions, and in refus-

[1] A. E. Winship, *Proceedings*, N.E.A. 1915, p. 274.

ing to make a judgment until all the evidence has been considered.

The textbook is an aid in instruction because it is a convenient means for having at hand necessary data. It would be possible, and in many cases quite ideal, to have the sources of all material investigated by students who are pursuing a particular topic. From a practical point of view this is impossible especially for the immature, undeveloped student. His problem is to get command of essential subject-matter with the least possible expenditure of energy. The problem of the conservation of energy in our generation is important. There is such a wealth of experience to be assimilated, if the student is to become an efficient member of the social organism, that time must not be wasted. The textbook serves this purpose, for it contains the supposedly pertinent material that must be mastered in order to appreciate the phase of experience represented by the text. Several representative texts on any subject contain practically all the usable available material in condensed form that one would find in a large library. Amplification of a textbook by the teacher with a judicious use of sources seems to meet the needs of the larger number of students.

TEXTBOOK A NECESSARY TOOL

The textbook is an aid in instruction because it presents a definite organization of material. The inexperienced teacher who approaches a subject of study finds grave difficulty in organizing it in a logical way. Unless he has a complete mastery of the topic from the standpoint of instruction, he fails to appreciate relative values; he fails to see the part which certain portions play in the development of the whole topic; he fails to outline the material so that the necessary subordinate points are grouped under large and proper headings. The organization of the material in the text will give him a cue for arranging his material in a development that will be progressive. Most writers of textbooks will grant that the logical organization of material under any topic is not entirely sufficient for a teacher's needs. It is essential, however, for the teacher to know what this organization ought to be from the standpoint of the subject-matter itself. A well-organized text furnishes him with a ready-made point of view.

The textbook is an aid because it furnishes the teacher a means of selecting pertinent subject-matter. Any phase of experience has many aspects. The emphasis given to one will depend upon the set of the mind of the individual analyz-

ing it. The textbook represents the experience of persons who have given this particular subject careful consideration. Authors realize that a text cannot cover the entire field of knowledge because of its breadth. They choose the parts deemed by them essential to gain command of the specific field of knowledge treated by the textbook they have written. The text, if a desirable one, has had the chaff winnowed, and there remains the substantial portion of knowledge that is requisite for a command of the field.

It was stated earlier in the discussion that it is impossible for teachers and students to seek out original sources owing to limits of time. The author has had time and opportunity to consult sources; he has selected the requisite material to develop important ideas, and he has made them available for other persons who wish to get command of the field. It rarely means that a person will get a comprehensive and exhaustive treatment of a subject in a textbook, but the text should present a view whereby one may have adequate basis for elaboration. The topics, or the point of view of topics, and problems presented are the ones deemed by the author of most worth.

An ideal social situation in school would mean that students are constantly working on prob-

lems that arise from their own activities. Few people would claim that such an ideal is possible of realization. In such a scheme the textbook would have little place. The socialization of the school, however, does not mean the elimination of a textbook. It means rather a modification of its use. Teachers frequently fail to realize the intense concentration of the material in our textbooks. Thus assignments cause mental indigestion which produces many fatalities. Students fed exclusively on a textbook diet become as dissatisfied as boarders fed entirely on canned goods, but textbooks, when rightly used, furnish an excellent means for presenting definite problems to students. The student who is assigned in history a topic on the compromises in the Federal Constitution has a definite task that requires considerable energy to solve his problem. The children in the seventh grade who have to work a page of problems on the application of percentage in profit and loss have a task that challenges their ability. There is a joy in the accomplishment of a definite task well done. The writer believes that children are happiest when they are using their energy in the solution of definite problems. The textbook is an aid to raising problems that supplement the pupil's own experiences.

THE SELECTION OF TEXTBOOKS

The textbook indicates the trend of current educational thought. Ideals in education are constantly changing. Modes of procedure considered of major importance in one generation sink into insignificance in another. Change in a social situation necessitates a change in subject-matter and in methods of treatment. Conditions that have demanded emphasis upon one phase of material no longer exist, for other problems have arisen on the horizon. The subject-matter in courses of study in the early years of the twentieth century is vastly different from the material we find in courses in the last decade of the nineteenth. Subjects which were considered necessary for the many are now demanded only by the few. The materials of education are being scrutinized and analyzed more carefully today than ever before. We are rapidly approaching a stage when any subject, or portion of a study, must justify its worth before it finds a place in the curriculum. Economic necessity makes it impossible for a publisher to place on the market textbooks which are not in harmony with present-day ideals. If publishers wish to reform educational practices the financial situation confronting them would make it inadvisable; consequently, they tend to be followers rather

than leaders in the development of educational ideals. The textbooks indicate changes and the publishers have a large amount of influence which is frequently exercised in a judicious way, yet there are handicaps as noted by the following writer:

> Education, more and more utilitarian, is fighting to get upon a scientific basis, and the register of this change rests as much in the textbook as in the teacher. . . . Education to a large extent is in the hands of the publisher. The old order of books is passing — new types of texts are coming into use with the gradual evolution of new theories of instruction and pedagogics. The publishers, on the whole, are adequately meeting this demand, for large sums alone are spent in finding texts which will have wide popular appeal. But there are many cases where the commercial expediency of getting rid of stock in hand — books which have been published, but have been surpassed — has stood in the way of advancement.[1]

The textbook must meet both the demands of the conservative and the progressive. The problem of the maker is to see that he is modern enough in his treatment to appeal to persons who are not hidebound by traditions; he

[1] George Middleton, "The Textbook Game and Its Quarry," *The Bookman*, vol. 33, p. 147.

must also follow convention both in the selection and treatment of subject-matter in order not to antagonize the conservative. The attempt of the author of a textbook to satisfy both the radical and the conservative is a great handicap in the selection of a book to meet specific needs. It possesses a modicum of virtue for the one who wishes to steer a middle course. When school officials select textbooks wholly on the basis of meeting needs, authors and publishers will not make the compromises that now occur constantly.

The textbook presents a better basis for organization than could be expected from the average teacher. Authors of textbooks usually have a broad point of view. Frequently they have been students for many years in the particular field in which they are writing. They understand the development of the subject in its historic aspects; they understand the changes that have taken place in its evolution; and they understand the place that the subject occupies in the general field of knowledge. The authors have considered carefully a desirable type of organization. They have organized material in accordance with their ideals of the purpose and development of the subject, and they have in

most cases tested this organization in the classroom. Very frequently authors have asked the coöperation of other persons in testing the organization of subject-matter before putting it in final form.

An author's familiarity with the field of knowledge in which he is working tends to make him emphasize unduly its importance as a necessary portion of social experience. He sometimes introduces material that is interesting to him because of his superior knowledge. He fails to realize that it will possess little value to the person who needs a knowledge of the fundamental factors. He fails to appreciate that the greatest value accruing from subject-matter is its application in everyday life. Merely because the author is an authority in his field makes it no less necessary to scrutinize his organization, to note whether it represents a logical one; that is, the organization of the subject within itself without an ulterior purpose, or whether it is organized in accordance with the needs of the persons for whom it is prepared. The teacher will be influenced in his teaching by the organization of his basic text. The teacher is not a specialist. Rarely does he have a knowledge of the development of the subject he teaches; rarely does he

understand its relation to the other subjects, and rarely does he appreciate its significance. As a student he has met so many different subjects in his short period of training that he is not sufficiently oriented to organize material to be of most value to those he is teaching. The obligation rests on him, nevertheless, to adapt subject-matter to the needs of his classes. The adjustment must rest with the teacher, but it is too much to expect him to be responsible for the complete organization.

Economy of time is a necessary condition in school procedure. The textbook is an aid in this direction. It would be possible for a teacher of good ability, with a large amount of initiative, with energy and a great capacity for work, to secure all essential data that a given class might use in pursuing any subject. It would be a waste of time, though, to require a teacher to do this. Much of the material in any subject is formal in nature. There is a type of material that can be utilized in various situations, and it is advisable to have this phase of the subject-matter in permanent form. Much drill must be given to formal material and to furnish this requisite drill a wealth of material must be at hand. The textbook serves this purpose and frees the

teacher to employ his time advantageously in other ways. If a teacher furnishes to a class material that could well be in textbook form, he wastes a large amount of time in dictation. It is a sign of inefficiency to waste the time of a class in dictating matter that should be available in texts. If no text contains the subject-matter the teacher wishes to use, he should see that it is put in such form that it can be given to pupils. This is in many cases the mode by which our good texts have had their inception.

II

THE COMMON BASIS FOR SELECTION OF TEXTS

THE selection of textbooks presents a large problem to school officials. It is this problem that has brought most criticism on school systems and administrators. This has been due to the pernicious activity of unscrupulous representatives of book companies and petty politicians who represent the people on the school board. The business ethics of the publisher of schoolbooks is much higher to-day than it was a decade or two ago. The men who represent a reputable book company are men of character and integrity. The unsavory business methods which were formerly used to influence school authorities to select inferior textbooks are still remembered by the public, and it therefore sometimes causes a storm of protest in cities when teachers request a desirable change in books; the public looks with suspicion on a request for a change of books, feeling that there is an ulterior motive underneath. An idea has prevailed that the publisher who could send into the field an agent skillful in the

manipulation of the politicians on the board of education and in working a form of petty graft was frequently the one who secured the business. The tactics of the unscrupulous publishing houses frequently required other publishers to resort to means many of them deplored, yet they were powerless to do otherwise in order to save their business. The arguments used by these men were the ones that would appeal to school board members. They were not the arguments that should appeal to school officials who wish to secure the best texts for teachers. Fortunately, progress has been made in the making of textbooks, and progress is in evidence in the methods of the selection of books. We shall discuss at this point the basic considerations that have been used for selecting textbooks, appreciating, also, that they unfortunately are still to some extent in operation. Later we shall elaborate standards that would seem to be necessary and justifiable as basic principles for choosing textbooks for our schools.

Prestige of an author has been one of the stock arguments for the excellency of a textbook. It may be a valid argument, but it is not necessarily so. The author who is known as a scholar may not be a person who is able to write a textbook satisfactory for children in the elementary school

pursuing the elements of the subject. He may be an excellent and accurate scholar, he may see his subject in a large way, he may be an investigator in this particular field; yet these facts do not mean that he can write a satisfactory treatise to be used as a textbook for children. The mere fact that he is an authority in his field may be a handicap in fitting him to write a text suitable for children in their immaturity. A savant is concerned with the problems confronting the investigator who wishes to extend knowledge of his particular science or art. He is rarely interested in the adaptation of the elements to the needs of the novice.

The writer of a textbook, it is needless to say, should have a broad knowledge of the field which the subject covers. He must, however, be more interested in adapting it to the needs of the undeveloped student than to the extension of knowledge in the field. The prestige of an author as an authority is not a valid reason for selecting a text written by him for elementary-school pupils, unless he is equally interested in adapting the material to the needs of the students for whom the text is prepared. The following quotation indicates the proper attitude of the author toward a textbook:

COMMON BASIS FOR SELECTION

The textbook is a teacher of teachers. If it is not a force which the teacher may substitute for himself, or as the text of an author stands for the great truths which the commentator interprets, it is at least a condition through which the teacher presents a subject to the class. The best textbook of the generation represents the union of two elements — a proper knowledge of the subject and a proper knowledge of the mind of the child.[1]

The prestige of the publisher is a standard which school boards frequently apply to the selection of particular texts. This factor should receive a certain amount of consideration, but it should not be a fundamental factor. One wishes to be assured that a publishing company will live up to its contract and that it is in financial condition to make this possible. One needs to guard against an irresponsible publisher just as he does against an irresponsible banker, broker, or grocer. The mere fact that a company has an excellent financial standing, that its imprint represents character, that it publishes many books, and that all books it publishes are carefully edited, does not mean that it publishes necessarily the best history, arithmetic, or reader for a particular school system. The publisher who does not have

[1] Charles F. Thwing, "Improvement of the Textbook," *Nation*, vol. 90, p. 424.

a wide reputation may place on the market a textbook best adapted to the needs of a particular school. School officials investigating suitable texts should get in touch with all publishers who have the reputation of putting desirable books on the market in this particular field.

The efficiency of the sales force will always be a factor in the selection of textbooks as well as in the selection of automobiles. The man who has the ability to secure and hold the attention of his customer, presenting his goods in a pleasing, courteous manner, emphasizing the strong points together with the reasons for the same, will secure business. This factor is appreciated by most of the good publishing houses to-day, and the type of men who represent them as salesmen is quite superior. These men understand human nature, the psychology of salesmanship, know when to press a point and when to retire. The publishers who have a good line of books and who are represented by such men are the ones doing the most business to-day. The person who purchases an automobile because a glib salesman has demonstrated the strong points of the car he represents will frequently be disappointed in his choice. The person who has an independent attitude, who investigates the mer-

its of all the well-known makes of cars, and selects the one apparently best suited to his needs, will be satisfied with his choice for a much longer period of time. The person who buys a suit of clothes because of the persuasive powers of an efficient salesman will be disappointed occasionally when he gets his reflection in the mirror. The person who is choosing textbooks should realize that the salesman, although he should be allowed to present the strong features of his books, should play no part in influencing his choice. He should make the same unbiased selection that he would make had no agent presented the excellent features of his books.

The general appearance of a book is another factor in the selection of texts. A textbook should be well bound, printed on good paper, with clear, accurate, appropriate illustrations. One needs to be careful that the appearance does not influence his opinion as to the merits of the material which the book contains. A text should be artistic in appearance and should foster instead of interfere with the development of good taste. A child who has used artistic textbooks in school will not be apt to buy for his own private library, when he reaches mature years, the monstrosities that we now see in

the bookcases of many homes where books are used to indicate a certain kind of social prestige. Books are printed to be read. Schoolbooks are printed to be used by children. A book that will stand constant use without becoming dilapidated in a short time is essential. General appearance is only one factor — one should guard against giving it undue importance.

The wide use of a text is often used as an argument for its selection in a particular school system. Book companies make this argument very prominent when they are pushing the sale of a text. It would be a justifiable argument for selling a washing machine to a housewife, for her problem of washing clothes on a Monday morning is practically the same one that confronts millions of other women. Applied to a textbook, we can easily see the fallacy underlying such an argument. Textbooks are sometimes widely used when their influence is waning. School administrators rarely dispose of a book until they are sure they have secured something that will more readily meet their needs. A text may be in use when it is not satisfactory because school people have not found what they wish, because they lack money to purchase new books, or because certain political influences make a change

impossible. The statement that a book is widely used requires careful investigation to find whether it is gaining or losing ground. One can think of a few texts that are still widely used, but if a large number of the cities in which they have holdings were to make a selection at the present time, these books would receive no consideration. Again, the wide use of a text means that it meets general conditions in an admirable way, that it is published by a company of large reputation, that the selling force has been exceptionally efficient. The fact that a book meets general conditions may be an argument against its use in a system having specific problems which it is attacking. The argument of wide use would have force only in a similar situation.

The cost of a book is an argument that appeals to school boards. The fact that they may secure one book for a cent or two a copy less than another makes a decided appeal. A business man considers the worth of an article the prime factor in purchasing it; and he will rarely, if ever, purchase one article in preference to another merely because the cost is slightly less, unless he is convinced that he gets an equal value. Mr. Business Man, when a member of the school board, frequently takes quite a different attitude. He

lacks the requisite knowledge of texts to be able to form an estimate of the value of one in relation to another. His training of necessity has taught him the advisability of purchasing at the lowest possible price. He fails to take into consideration that in his own business he is a competent judge of the value of the article he is purchasing; whereas, in the school business, he does not have the requisite knowledge. He employs persons who are supposed to be experts, who are supposed to know which book is best suited to the needs of the schools, who are supposed to make a careful examination of an article before recommending it. Very frequently, however, he overrides their best judgment and reaches a conclusion solely on the basis of cost. It is gratifying to note that school board members are beginning to place more confidence in the judgment of trained experts who are in direct charge of the schools. This attitude is reacting favorably on the schools. The public has more confidence in the judgment of superintendents and teachers in meeting everyday situations. More consideration can be given individual differences in children, and the textbooks that are being selected are a greater aid in carrying out the ideals of the people who are responsible for the conduct of the school.

COMMON BASIS FOR SELECTION

We have discussed the common bases used in the selection of textbooks. We have examined each briefly, and we have seen that the selection should not be based on the prestige of the author or publisher, the suavity of the salesman, the general appearance of the book, its wide use, or its low cost. These are factors which should be considered merely as minor elements for consideration. The sole test should be the adaptability of the text to meet the needs of a particular school system.

III

CURRENT METHODS OF SELECTING TEXTBOOKS

THE method of selecting textbooks has not received the attention it has deserved. Faulty methods of selection have often meant a choice that has failed to meet the requirements of a school system. The selection of texts is made in several different ways. The wisdom of the selection will depend on the efficiency of the agency upon whom this duty devolves. It will be our purpose to consider briefly various methods of selection, the advantages and limitations of each plan.

In many cities the school board chooses the books to be used in the schools. A school board is the representative of the people for conducting public schools. It has been vested with this power by the people and is responsible to the people for its acts. The schools are conducted for the welfare of the people. It is in accordance with our ideals of government that they truly represent the will of their constituents. It is the duty of school boards to provide suitable buildings,

equipment, and teachers for the proper conduct of the schools. They must see that the people supply adequate financial support; they must see that the schools are conducted in accordance with the laws of the State; they must see that the persons who are in charge of the instruction are efficient and competent and are performing their duties effectively. School boards are very frequently made up of laymen who are unfamiliar with the technique of instruction. They are responsible for instruction; but by being unacquainted with the technique, it means that they employ as an executive a person who understands these problems. Our American cities have school boards representing the people. This board in turn appoints for a limited term a superintendent of schools who is its executive officer. This is in accordance with ordinary business practice. The members of a business corporation are not versed in the technical information of the law which governs the operations of their corporation; consequently, they employ trained and skilled lawyers to represent them. The stockholders of a railroad own and are responsible for the conduct of its affairs. They do not have the requisite knowledge of railroad management to manage a road successfully; therefore, it is necessary for them to em-

ploy a person who is efficient in managing a railroad. The head of a household is responsible for the well-being of those under his charge. When they become ill, if he does not possess the requisite skill to heal them, he employs a trained physician who possesses the requisite technical knowledge.

A school board employs an expert because it is an understood fact that this shall be done, but it interferes continually with the official acts of its agent. The directors of a railroad sanction the acts of their manager, but they do not handicap him in the execution of his policy. The school board should have the same attitude toward the superintendent of schools. The superintendent who is employed by a school board is supposed to be thoroughly trained in his particular task and should be permitted to exercise his authority in carrying out the work delegated to him. He should have charge of instruction; he should employ teachers; he should decide what material and textbooks are needed for carrying on the work, unhampered by the activity of the board. Unfortunately, many members of boards of education feel that it is their prerogative to purchase every lead pencil, every sheet of paper, that is used in the schools. They even wish to pre-

scribe the size of the sheet and the hardness of the lead. Members who have this attitude are a menace to effective work in the schools. If they employ and discharge teachers, select textbooks, and provide materials for instruction on their own responsibility, schools make little progress. When they select textbooks it means that the selection has little relation to the efficiency of the text meeting the particular needs of the school. Selection of textbooks by board members has prostituted the schools in some cities to a mere football for greedy politicians. This method of selection is rapidly passing. Vestiges of the practice still remain in a few cities.

The superintendent of schools in many localities is a person who is wholly responsible for the selection of books. He has been vested with power by the school board; he is responsible for the conduct of the school; he is carrying into execution the will of the board, and he is directly responsible to the board, not to the people. The board is responsible to the people and, consequently, responsible for the acts of the superintendent. If he does not carry out their will, if he does not coöperate in furthering the cause of education as the board sees its purpose, if he is not amenable to the suggestions which they feel

are desirable, if he is not in sympathy with policies which they consider necessary, he should be discharged. If, on the other hand, he does not feel that he can carry out conscientiously the will of the board, if its policies seem to him prejudicial to the welfare of the community, it is his privilege to resign. The board should outline its policies in a large way and permit him to carry them out in detail, for he is a person who has had training and opportunity to see various elements in the school situation in their right relation. It is his duty to take charge of instruction and, in most cities, he is responsible for the business management of the schools. In a few cities the business management and instruction are separated and delegated to different people. In either case, the selection of textbooks should come under the authority of the superintendent. It is vitally related to the problem of instruction and only incidentally to the business side. Textbooks are tools of instruction and should be selected from this point of view. This does not mean that the superintendent is to be sole arbiter in the selection of books. It has meant just this many times, but under such conditions dissatisfaction has usually arisen. The selection by the superintendent is not open to the

same criticism that we find when a choice is made by a school board. He is somewhat of an authority, at least, on instruction and the needs of the school. His judgment of a textbook in one subject might be excellent and in another faulty. It is a rare individual whose judgment would be equally good in all subjects. Few superintendents, therefore, wish to take responsibility without securing advice from teachers who must actually use a textbook. It is rarely that a recommendation for a book is made without securing the opinions of teachers. Still there are some superintendents who feel this to be their prerogative and selection is made in an arbitrary manner.

Another method for the selection of texts is by the teaching force in coöperation with the superintendent. The teachers are the ones who must ultimately use a textbook. They are the ones who ought logically to have a voice in its adoption. They are working with the pupils. They understand the attitudes, needs, and capacities of students at this particular stage of development. They understand what adaptation must be made of the material that is to be taught. They must see that this adaptation is made, and if the tool which they are using is inferior, the work will be much more difficult and less effi-

cient. The architect of a building does not prescribe the make of tools that the carpenter will use in constructing it. The carpenter is given opportunity to select tools he has found most efficacious in his work. He is the judge of the tools best suited to his needs. If this is true in the building trades, why should it not be the case in the much more exacting and important task of teaching? It may be said that teachers are not as skillful as carpenters, that they are not in touch with the best tools of their trade, that they are not interested in securing the tools best fitted for their purpose. But if they are not, it is due to the fact that their superiors in authority have not placed responsibility upon them. The best way to find out whether a person is able to take added responsibility is to test him by giving additional duties or more difficult tasks to perform. If this test were applied to teachers, might it not bring out unexpected talents?

It is essential to have a definite procedure for a working basis when the superintendent wishes the coöperation of his teaching force in selecting a text. Various plans have been worked out for this purpose. In some cases principals of schools are delegated the duty of finding from their teachers the text which seems to be most suitable

for use in their school. The teachers in the various schools in the city examine texts, express choices, and the principals meet with the superintendent to make a final selection. The superintendent then recommends for adoption the text which seems to be most suited to the needs of the city as a whole. In other cases committees are appointed from the teachers to investigate thoroughly the merits of different textbooks. These people examine different texts, meet together, discuss the merits of the various books, and finally make a recommendation to the superintendent.

In some cities, before a book is finally adopted, it is tested in certain schools. It has been found that even if a book has received the most careful examination by competent judges, it may not meet their expectation in use. Frequently two books on examination seem equally meritorious, but in an actual schoolroom test one is found much superior to the other. Many schools, before making a final selection, make a tentative choice of two or three books and test them in representative schools. The one best meeting the needs is the one finally selected. This practice, while open to objections, has much to commend it.

Variations of these plans are common. The attempt is made in all of them to secure a more exhaustive examination of texts and to select those which appear to be most suited to the needs of the teachers. A large number of teachers under any of these plans gain more or less familiarity with the textbook before it is adopted. When the book is known they are in a position to begin effective work with it at once. A text that is wholly unfamiliar to a teacher fails to be an effective tool until he appreciates its purpose, knows its scope, its content, and organization. The teacher in a school system who is asked to use a book in the selection of which the teachers have had no part, oftentimes has a spirit of antagonism toward it which requires several months, if not years, of satisfactory service before the prejudice is eradicated.

The advantage of the selection of a textbook by the teaching force and the superintendent is so obvious that it is difficult to understand how school boards could feel it is their prerogative to select texts. The superintendent sees the needs of the schools in a broad, impartial way. He is in a position to understand the differences that one usually finds in the cosmopolitan population of a modern city. He is in a position to under-

stand what common elements must be emphasized so to train children that the diversity of types may be assimilated into one American type. He is in a position to judge material from the standpoint of a broad outlook, for he is not chained down to the narrow problem of instruction. The individual teacher does not have the opportunity to get the broad point of view of the superintendent. He has an obvious advantage, nevertheless, because he comes in contact with the immature student. He understands the particular needs in instruction and knows what material a book should contain to make it most usable. A book needs to be scrutinized from both these points of view if it is to be the potent force desirable in a text. When it has been examined, its contents analyzed both from the standpoint of content and organization by the people who are responsible for formulating the ideals of the system, and also by those who must use it in instruction, a reasonably satisfactory choice is bound to be made.

IV

METHOD AND TERM OF ADOPTION AS A FACTOR

VARIOUS methods of adoption of textbooks are found throughout the country; each method has certain arguments in favor of it which we shall briefly consider. Let us first consider State adoption. There are three arguments for this method, namely:

1. Textbooks will be uniform for an entire State so that a pupil who moves from one section to another will have no difficulty in entering any school and taking his place in a particular grade.

2. The cost of books will be decreased. State-wide adoption means that publishers will give better terms than they would in an adoption in a smaller area. This, however, is an argument that no longer has much force, for many cities have passed laws requiring textbook publishers to furnish books to towns and cities at the same cost that they are furnished in all other localities.

3. State adoption means that books are usually selected by more competent authorities. The legislature usually decides how a commission

shall be appointed for the selection of books. It usually means that the members of this commission are people who are supposedly competent and that publishers cannot resort to petty machinations that one finds when adoptions are made by local units.

The opponents of State adoption make apparently just as strong negative arguments. They hold that it is unwise to adopt a text for an entire State. Conditions vary so much in the needs of particular parts of the State that it is unwise and impossible to select a text that will meet such varying social needs. In practically all of our States we find large cities and rural communities. The needs of the children in the schools of the cities are entirely different from those of the sparsely settled parts of the State. The experiences of the majority of the children in the city are so different from those in the rural districts that material in certain textbooks will need to be quite different. Take, for instance, the subject of arithmetic in which content is usually considered to be subordinate to form. If the problems are problems relating to city life, they have little meaning to the child in the country. Again, if the problems in the text are mostly farm problems, they have little or no meaning to the child

who has been reared among skyscrapers and has never seen a spot of open country. In language the needs are quite different; the habits of speech of the city gamin are very different from those of the wholesome country boy. Each group presents a specific problem. A text that attacks it in a general way fails to meet the needs of either group.

Another argument against State adoption is that the commission selecting books for a State will be almost wholly unfamiliar with the particular needs of the schools. The men appointed to the commission are usually selected because of their broad civic interests, because of their reputation as sound business men, because of their business integrity, or because of their prestige in the learned professions. It does not follow that the lawyer, banker, or physician who has been successful in his own field will be at all able to select a textbook that will be best adapted to the needs of the schools. They are unfamiliar with classroom instruction. They are not in a position to know what tools a teacher must have to do the most effective work. Such a commission would not be considered competent to purchase instruments for a surgeon. The person who made such a suggestion would be considered a

candidate for an insane hospital. Unfortunately, it is just such a board that is chosen to select books for our teachers.

There seems to be a tendency at present toward merging the textbook commission with State boards of education. This has been apparently true where such boards are composed of appointed members, for an appointive board may be made up of citizens who have a knowledge of and an interest in the schools. In few instances, though, can one find a board that selects textbooks for a State who have enough practical knowledge of school procedure to make a wise choice on the strict basis of school needs.

Monahan, in his bulletin on "Free Textbooks and State Uniformity," states the chief reasons that have prevailed for State adoption:

> Laws for State uniformity have been enacted for many reasons. Probably the reason which has carried the greatest weight in causing the passage of legislation has been the question of cost. State adoption of uniform books has been taken as a means of regulating prices to prevent sales at exorbitant prices or at prices greater than the same books are sold in other places. In this the plan on the whole has been successful. State adoptions are made under regulations requiring contract prices with deposits of bonds to be forfeited in case of any violations of the terms

of the contracts. It is undoubtedly true that lower prices prevailed after State uniformity had been established and adoptions made. Textbook publishers could afford to make lower prices when all the schools in the State were required to use their books, as the cost of selling was then made comparatively small. The high prices formerly paid were often the work of the local dealers rather than of the publishers. The legislation providing State adoptions has in all cases set the price to be paid by the users and has therefore prevented local dealers from overcharging. The establishment of State uniformity for State adoptions in twenty-four States has caused lower prices in other States; in many instances legislation has been passed prohibiting the sale of books in a State at prices higher "than such books are sold for elsewhere under similar conditions."

This provision, however, during a period of rapidly changing costs works an injustice either to the publisher or to the adopting unit.

The change in prices in all commodities during the war period has worked a great hardship on publishers of textbooks. The prices of material and labor advanced by leaps and bounds, yet in many cases the publishers had contracts for supplying books at prices which were less than the cost of material. Again, if manufacturing costs recede greatly during the period of a contract,

the cost of books to the purchaser in comparison with the manufacturing price may be exorbitant. When prices are advancing, a contract for a period of years is unfair to the publishers, and, when they are decreasing, it is unfair to the public who must purchase the books. Fluctuation in manufacturing costs makes the plan hazardous.

Legislation which prohibits the sale of books in a State at prices higher than such books are sold for elsewhere under similar conditions is also a great handicap to publishers. Under such laws, publishers find it practically impossible to ever raise the price of a book that has been adopted under such a contract. As contracts are not made the same date in all places, publishers will be compelled, when manufacturing costs are increasing, to fulfill a contract at a price below manufacturing costs. This will mean that the publishers must withdraw such a book from publication and substitute one that can be published under the prevailing conditions. This means that the publishing houses are unable to devote their energies to the publication of the best textbooks. The margin of profit on the publication of textbooks, owing to competition in the business, is less than in most other lines of activity. If the

public wishes the best books for the children in the schools at the best possible prices, it should not make demands of the publishers which make it impossible of realization.

State adoption is a much-mooted question. The pendulum seems to be swinging in that direction at the present time; it is questionable whether this will continue. At present there are twenty-four States with uniform textbook laws. There are rather deep rumblings from some of these States, and this is indicative of the fact that it has not been satisfactory.

County adoption is found in a few States, and while the unit is smaller than in State adoption it presents the same drawbacks. A county may not have the same diversity of elements that one will find in a State, yet we find in many counties practically the same number of problems that we find in the schools of the State. If the county is almost entirely rural, county adoption is advantageous especially where the county is the unit for supervision.

It might seem that county adoption is more undesirable than State adoption from the standpoint of the efficiency of the machinery making the selection. The county board of education on whom this duty devolves in a few of the

States is not often composed of persons competent to make a wise selection. They are frequently placed on the county board because of political efficiency or because of the necessity of having a certain locality represented. Only in rare cases do they have any great interest in, or understanding of the problems of the schools. The States that provide for selection by the county superintendent and a committee of teachers overcome some of the objections that are inherent in the selection by a county board.

In many of our States each rural district has the authority to choose the texts in the schools. The books are purchased by the local school board composed of people who know little or nothing about texts. The low-salaried teachers change so frequently that their advice is scarcely worth while. We have one of two results in such a situation. The textbooks are antiquated and out-of-date and new books are rarely adopted, or we may find a constant change of books, each teacher demanding something different from his erstwhile predecessor. Consequently, there is a large expense without commensurate advantage. When we have progressive school legislation throughout the country, it is safe to prophesy that the unit decided upon for securing best re-

sults in supervision will be the unit for which textbooks will be adopted.

The selection of textbooks should be related to the supervisory unit. In the past the supervisory unit has been based on political divisions. The more recent developments in supervision discard the county and district as the unit and plan the work, not on the basis of political divisions, but rather on social unity. Under these conditions it would seem that the supervisory district presents the best basis for the adoption of texts. The cities in the States where district supervision prevails are organized districts. This would mean that the city, as well as the rural district, would have the privilege of selecting the text best suited to its own needs. Under this plan districts that have comparatively like social problems are grouped together and placed in charge of an expert supervisor. The attempt is made to secure a person who has had training and experience to assist, direct, and supervise the teachers in his unit. The States where this plan has been tried are finding the efficiency of the schools is being increased through the efforts of a trained supervisor.

The term of adoption is an important factor in selection. If a book can be changed at the whim

of a school board or teacher, the chances are that little care will be given to its selection. The teacher who knows that he must use a book three or five years will tend to study its spirit and purpose, its content and organization, much more carefully than he would if he knew it might be changed any time. It is essential that publishers know their books will be used for a definite period of time after adoption, otherwise the business of publishing schoolbooks would be too hazardous.

Adoptions are for various periods. The most common range is from four to eight years; the most frequent period five years, which thirteen States have fixed by law. The most liberty in changing texts seems to prevail in the States that have district uniformity, and the least in those having State uniformity. The judgment that a five-year period is most desirable for using a book seems sound. A teacher will use a text more effectively after he has become familiar with it. Publishers are protected adequately, and few books become hopelessly out of date in that time. A much longer period would have serious drawbacks at a time of rapid educational development. It would be unfortunate to continue histories, for example, that in no way made reference to the World War. It would be little

less than criminal to continue a series of geographies for several years after the map of Europe has been readjusted to meet new conditions arising from the recent war.

Laws have been passed in many States safeguarding the interests of both schools and publishers. Monahan, in his bulletin, "Free Textbooks and State Uniformity," states briefly how this protection is given:

> The textbook commissions advertise for bids and sample copies of books. Bidders are, as a rule, required to file bonds of from $200 to $5000 with their bids as guarantees of good faith. When the contracts are awarded the bonds are returned. In all States, after adoption, contracts with accepted publishers are required, together with bonds of from $10,000 to $50,000 as guarantees for the performance of the contracts. Usually the contracts require that the price of all books be printed on the books, and guarantee all books shall be sold at as low a price as in any other State. The exchange prices are often fixed and provisions are made in the contracts for changing terms only by consent of the publishers and practically all members of the board.

V

FREE TEXTBOOKS VERSUS INDIVIDUAL OWNERSHIP AS A FACTOR

One problem in connection with textbooks which has caused much discussion has been the advantage of free textbooks over individual ownership. It is not a new problem. Philadelphia made provision for free textbooks a century ago. This policy was first adopted in many Eastern cities, and Massachusetts was the first State to pass a free textbook law. The movement has spread throughout the country, and to-day we find States on the western coast with free textbook laws as well as in the East. Monahan gives a list of fifteen States, together with the District of Columbia, that have mandatory legislation for free texts. In seventeen other States districts may supply free books if they wish. This indicates that the movement is gaining ground, and it might seem as though the general policy in this country would be to furnish textbooks free to all students.

The free textbook movement is so intimately bound up with the development in the making of

textbooks that it is in place to consider arguments pro and con. One argument for free texts has been financial. Many persons have contended that all people who pay taxes to support schools should assist in purchasing textbooks, for the textbook is an essential element in school instruction. Under the plan of individual ownership it has been the man with the large family who has borne the burden of supplying texts. The man of means, if he has had no children, bore no part of this expense. If we believe the principle valid that textbooks are a necessary and an indispensable factor in school instruction and that the cost of the schools should be met by tax on property, the principle of free textbooks is justifiable.

Another argument in support of free textbooks is that the school work, especially at the beginning of the year, will begin with much more dispatch than when individuals supply their own books. Under the plan of individual ownership every teacher realizes the difficulty of having all pupils supplied with necessary books at the first of the term. Persons who are living on the border-land of economic independence are frequently unable to meet the demands of securing schoolbooks at the time they are needed. Their

credit is not good and, consequently, they have to wait until pay-day before necessary supplies can be purchased. In many cases this means that a textbook will not be available until a week or two after the work in it is supposed to be begun. Such people do not always come under the class of indigents, and the school system does not feel justified in furnishing the texts on this basis. Children from such homes labor under a greater handicap than those who are the wards of charity. Free textbooks remove this obstacle. All children are on the same basis. Books are supplied to the well-to-do as well as to the poor, and the children whose parents are unable to buy books for them are in no way humiliated by receiving aid.

Another argument frequently made is that under the free textbook plan a pupil does not need to use a book that has become so soiled and filthy that it implants bad habits and wrong ideals of cleanliness and neatness on the part of the one using it. Teachers hesitate to require pupils to purchase new books, particularly children who come from homes that are not economically independent, even when the texts are badly soiled and worn. Under the free textbook plan a teacher does not hesitate to condemn a book that is no longer fit for service.

Another argument for the free textbook is that it is possible to keep more up-to-date books in the system. When pupils buy their own books it is difficult to convince people that a change is advisable. A poor book under such conditions will be retained for a much longer period of time than it would were the books furnished by the public. Most school boards are closely in touch with the sentiment of the people in regard to the expenditure of money, and they hesitate to take any action that will cause individuals to be taxed directly as people are, necessarily, when they purchase new books for their children. When textbooks are purchased from the public funds it is considered a legitimate expenditure and few question the advisability. It is difficult to convince many parents of the virtue in changing textbooks when it means a considerable expenditure of money. They are not sufficiently familiar with the technique of teaching to appreciate the advantages of new and up-to-date books.

Another argument for free textbooks is that it makes possible greater uniformity in the supervisory districts. This argument does not go beyond uniformity of textbooks, and uniformity may and does exist independent of free textbooks. There is some force to the argument of

securing uniformity through free textbooks. It appears to be easier to convince people of the advisability of having uniform texts in a supervisory district when the books are furnished free to pupils. The patrons of the old-time district school had the feeling that it was their right to select texts when they paid for them. The older teachers can recollect the time when children in district schools would bring different texts in the same subject and the parent insisted that they be permitted to use the book whether or not it was the one that had been selected for use in that district. This condition no longer exists. The attitude of mind is frequently present, however.

An argument that has considerable weight for free textbooks is that much more supplementary material can be provided. A parent cannot be expected to buy many books in any one subject. An up-to-date school is not satisfied with one book in any subject. In most of our good school systems, children read from ten to twenty different texts in the first and second grades. It would be impossible to get parents to purchase so many books. The school systems must resort to supplying the supplementary books. If they do not, children are greatly hampered in their reading in the early years of school life. If these

books are provided by the city it is only one step further, and a short one, in supplying all books free.

The opponents of the idea make strong arguments against the plan, and even the most ardent exponents of the idea admit there are limitations. It is contended that in a free textbook plan students have the wrong idea toward books. If the State or city furnishes a book, the child does not think of it as his personal possession and fails to respect and to have the warm personal feeling toward it that he would did it belong to him. It is placed in his hands for a brief period and he does not treat it so carefully as he would were it a personal possession. It is contended that many people have used the textbooks studied in school as a nucleus for a library and that the old books are among the most prized possessions of advanced age. When the books are furnished free to be used only temporarily this opportunity is lost. The desire for collecting books will not develop so early if it does at all. There are fallacies in this argument, and if we carried it to its logical conclusion it would mean the elimination of museums, parks, and publicly owned property. One of the criticisms against our people has been that they do not respect public property, that

they do not feel it is a part of their personal possession, that they do not have an individual responsibility toward it. It might seem that respect would be implanted if children from their earliest years had in their possession publicly owned property. It might seem that publicly owned textbooks would furnish an opportunity for implanting this idea early in life. If this idea should be established through the use of textbooks, greater respect would be felt toward those things that belong to the public, and there would be much less disregard and misuse of them than we now have. It might seem as though the advantage of instilling in the minds of youth a responsibility toward property that does not belong to them would be greater than the disadvantage of failing to have an interest in private possession. It would be desirable to have people take a social point of view toward their individual possessions. A person who owns beautiful paintings, artistic sculpture, and rare books is just as much a miser as the one who hoards gold, if his treasures are not used for the edification of the public. A well-kept lawn is not only an asset to the owner of the property, but also to his fellow-citizens. We wish to foster this social consciousness in the minds of the people. The pub-

lic possession of textbooks tends to develop this attitude of mind.

The hygienic argument is one frequently made against free textbooks. A child who is not cleanly will use a book for a term or year, and it will then be passed on to another pupil. The pupil may have been afflicted with a communicable disease, and this will be contracted by the person who next uses the book. It is questionable whether there is much force in the argument. Precautions are usually taken against the spread of contagious disease, and publicly owned books are easily destroyed. It is much more difficult to destroy those owned by an individual. Parents dislike, and hesitate about destroying books because of the necessary expenditure of money in replacing them. Improper modes of fumigation in the home may make a book a menace to the community. Publicly owned books in school are fumigated properly or destroyed.

It is frequently stated that pupils will not take the same care of publicly owned texts that they will of their own. They are not careful in their use. They take no precaution against soiling covers, tearing leaves, etc. They, however, wish to keep their own books in good condition, and the home frequently gives careful supervision to

the use of the books, for one book may be used by several members of the same family. When the public supplies books the home feels little responsibility and does not give children instruction in their care. This is left entirely to the school. In the ordinary home children are given careful supervision in the care of their personal clothing and toys. They are made to appreciate the fact that if due care is not exercised they are the ones that suffer. Care of textbooks is merely one phase of this general problem. It is held, too, that it is difficult for teachers to discriminate between justifiable wear and tear and carelessness in the use of books. Children are often criticized for misusing a book when they have not been guilty. A finical teacher tends to emphasize carefulness unduly and, consequently, makes the child's life in school unpleasant.

Another argument against free textbooks is that the pupil cannot be taught the best use of books. When a textbook is to be handed on to other persons, notations cannot be made in it. The ideas in a text are merely starters for reflection. They must be clothed with flesh and blood if they have any great significance. The most valuable portions of a text which a person owns and has used in the right way are

frequently the notations which he has made throughout the book. This valuable asset to study is entirely lost when a book must be passed on without being defaced in any way. The flowers that grow in the public park are for the benefit and pleasure of all who may pass, but a bed of flowers that is grown in a private yard may in addition to giving pleasure to the passer-by be utilized as cut flowers to beautify the dining-room table. In the first case we have public ownership, and this limits to a certain degree the individual use of the flower garden. The public ownership of a textbook necessarily limits the use of the textbook.

Another argument against free textbooks is that it tends toward retarding individual initiative. The ideal of democracy is that each must contribute as well as participate in the fruits of freedom. If textbooks are provided for pupils, parents will tend to have the attitude of dependence on the State. It is held by some that the textbooks in school should be an individual possession, for it is the individual who makes use of it who receives the benefit. If individuals are given all the materials needed in the prosecution of school work, it would not require any great stretch of imagination to demand that the State

furnish the means of subsistence as well. This argument is rather easily met by advocates of free texts. It is questionable whether it has much weight.

Another argument made by the opponents is that the greatly increased taxes necessary for furnishing books will leave less money for operating expenses. This will mean that it will be more difficult to get adequate salaries for teachers. It probably can be demonstrated that salaries in cities and States where textbooks are furnished free are the same as they are in places where individual ownership prevails. In some free textbook communities salaries are much above the average for the country as a whole. One State, which is a Mecca for teachers from all parts of the country because of large salaries, is a free textbook State.

The problem of free textbooks *versus* individual ownership has not been settled for the country as a whole. One's attitude on the question will depend largely upon his philosophy of the State. If he believes in State ownership of public utilities and State control of the necessities of life, the chances are that he will be inclined to favor public ownership of the necessary tools of instruction. We, as a people, believe in free,

compulsory education; that it is the duty and function of the State to see that all children are given equal opportunities and advantages in the public school; that instruction in the public schools should be modified and adapted to meet the needs of the individual; that each individual should have the chance to develop himself in accordance with his powers. This is the attitude of a great majority of our citizenship. It might seem that it would be only a short step in advance to reach the conclusion that the State should furnish all the necessary tools of instruction. This, in a large way, is the tendency in the country to-day; and if the pendulum does not swing backward, we need not be surprised to have the next generation feel that the public is just as responsible for furnishing textbooks as it is for furnishing buildings in which instruction is given.

VI

JUSTIFIABLE STANDARDS FOR SELECTION

THE reason for the poor selection of textbooks has frequently been due to the lack of justifiable standards for selection. The basis for selection has not been found in the educational needs of school-children in a particular city, but it has come usually from extraneous situations of little or no importance. The schools are beginning to appreciate the necessity for having standards to evaluate subject-matter and methods of procedure. The movement has gained considerable momentum from testing the products of the school.

This attitude of mind, however, has rarely been applied to the selection of textbooks. A few of our schools for the training of teachers have emphasized the importance of selecting the right type of material. In connection with such investigations textbooks have been examined. In these examinations of texts only one phase of subject-matter has received critical examination at one time. Teachers and school officials have had practically no training in a scientific exami-

nation of textbooks; consequently they have not protested vigorously against selection by authorities who have not been closely in touch with school conditions. Had they realized that it is just as important to have definite standards for selecting textbooks as it is for selecting a teacher, they would not have acquiesced in such a complacent manner. Many school systems have evolved certain standards which they use in the selection of teachers: e.g., they require a certain amount of preliminary training; teachers must show evidence of scholastic ability by scholarship records or through examination; they must have reached a certain age, have had some experience, and submit testimonials of character, ability, etc. A few cities have many elements on which they score teachers before deciding to employ them. These same cities, in some instances, select a textbook because political influence has been brought to bear by its backers. The text is the tool with which the teacher works, and it would seem that it would be desirable to apply standards to it as well as to the user.

When we investigate other fields of activity we find standards applied. A short time ago the eyes of the country were turned toward the armies being raised for its defense. We find

definite standards were evolved and applied both to the selection of men and material. The press was loud in its denunciation of those in authority because sufficient provision had not been made for the selection of a standard type of machine gun. Standards are so definite and exact in the making of arms and munitions that it required several months to work out sufficient models which were preliminary to the making of necessary arms. It has been held that the Allies were quite handicapped in the prosecution of the war because they failed to take into consideration the need of definiteness in preparation. It was a great asset to the Central Powers, and most authorities hold that the standardized material and equipment used were the factors most responsible for the advantage they had during the early years of the war.

Take the automobile industry as another illustration. The reason for the development and extension of this industry has been the fact that many materials, parts, and operations have been standardized. The success of one great concern in this industry has been due to the conception of one man who saw the infinite possibilities of elimination of waste through standardization. There has been no guesswork; desirable

standards have been evolved, tested, and put into execution.

The great insurance companies illustrate an application of the same principle. They have worked out means of evaluating risks on a scientific basis, and they no longer make a guess that may or may not be valid. They have certain standards by which an individual or a piece of property is judged, so they are reasonably certain of the outcome. Many other lines of activity could be mentioned which would show the same trend of development.

There was a time when less exact means of procedure gave apparently satisfactory results. Needs of warfare to-day are quite different from the days of the Revolutionary War; it did not matter so much whether each rifle that Washington's soldiers had was of the same caliber and bore, for individual soldiers moulded their own ammunition. To-day they might as well be armed with staves as with such rifles. The selection of textbooks by hit-and-miss method is no more in line with the scientific development of education than would be the equipping of an army with staves or looking at an individual and stating what risk should be assumed by an insurance company or by judging the engine of the

automobile by the varnish of the body. It is, of course, not so apparent to laymen, for results are not so objective. It does not mean they are any less disastrous.

An exhaustive examination of a text should be made by a competent committee before its adoption. A mere cursory examination is not sufficient; neither does a hasty examination give one an adequate basis for either selection or rejection. There are, to be sure, a few books so distinctive that one by reading the preface or foreword may appreciate that this is not the type of book which he wishes to consider. This is the exception rather than the rule. Most books are not particularly distinctive; they are written to meet the needs of a cosmopolitan population, and particular aspects of the work are not emphasized. It requires a careful and minute examination in such cases to decide which text emphasizes especially the largest number of elements most important. If it is considered advisable to select a text that has been elaborated beyond the usual amount, it must be decided whether or not the elaboration is of the type desired. If it seems advisable to select a text giving many suggestions in regard to the best modes of treating the subject, it requires investigation again to

see whether or not the suggestions are in line with the ideals of teaching the particular subject in the system where the books are being considered.

A competent committee investigating textbooks will make a better selection if they have a definite guide. It will be our purpose to point out the specific elements that should be given consideration in making a selection.

Standards should be first applied to the content and organization of the textbook. A book fulfills its purpose through its content. The author conveys his message through the material he incorporates in his book. If his organization is effective it will make his purpose clear. Other factors are important because they either hamper or extend its use, but they are secondary considerations in the execution of its purpose.

It has been mentioned earlier that the main justification for a textbook will be that it meets the particular need of the user. Every textbook has, or should have, a specific purpose. A school system should also have in mind definite aims for accomplishment. The aim in one city might be preparation for industrial or vocational efficiency. In another community it might be the preparation for a specific industry. In an-

other it might be to give orientation on the problems of life without specific reference to any specific phase.

The content of the text must be examined with these ideals in mind. For example, a textbook in arithmetic has the specific purpose of giving problems that will be allied to agriculture. In a city community that wishes the pupils in the schools to have a general social viewpoint, such a text would not meet the needs. Again, a text in English which has been prepared for the needs of an Eastern city might not fit the purpose of a teacher in a ranch school on the Western plains.

The purpose of the author is frequently indicated by his statement in the preface. The preface usually gives his point of view, but a much further analysis must be made in order to note whether or not he has been consistent in developing his point of view. Oftentimes an author develops an idea satisfactorily to himself, but on critical examination it is found that he has taken only one small phase of a general problem.

A text should be examined from the standpoint of accuracy and reliability of material. Frequently books are lacking in breadth of scholarship and accuracy of statement. In the content subjects in particular one has to examine

carefully to note that the statements which the author makes are based on sufficient experience or knowledge that makes his statements trustworthy. One of the early American geographies makes the statement that the White Mountains of New Hampshire are the highest mountains of the United States. Probably it would be difficult to find such a flagrant case of misinformation in present-day textbooks, but there are those that are not wholly reliable.

An arithmetic needs close and careful examination to see whether the author has been consistent and conventional in his arithmetical notation. It needs inspection to find out whether or not his organization is logical; whether relationships which should be made apparent have been treated in such a way that the student easily sees the connection.

The text must be free from bias and dogmatism. It is easy for an historian, for example, who has prejudice in political parties, to discuss the tariff in such a way that only one half the truth has been given. People of an older generation who studied United States history will remember what biased points of view were given in the discussion of the causes leading up to the Civil War. The writers of our school histories

were responsible to quite a degree for keeping alive the prejudices of the North and South against each other. It is the testimony of many teachers that their early instruction in this subject gave them a bias that took years to eradicate.

Relative values of subject-matter must receive consideration. An author who is interested in one aspect of a field of knowledge may become so imbued with the idea of its extreme importance that he will over-emphasize this topic in his text. Many illustrations can be given of this point. In geography we have had texts the author of which was particularly interested in physical geography and the books were entirely unbalanced from that point of view. In history the years which the country engaged in war received attention much beyond their due. In arithmetic topics which were a heritage of the Middle Ages continued to be given the same attention as topics which were vital in the twentieth century. Physiology emphasized the structure of the human body at the expense of the necessary laws of hygiene. Textbooks in language violate the principle of selection on the basis of relative values. The purpose of language teaching is granted by most people to be the formation of right speech habits. The texts very

frequently devote much more attention to principles of grammar than to affording opportunity for fixing language habits through use.

One of the greatest contributions to teaching in recent years has been the scientific study of the different subjects in the school curriculum. There has been accumulated a large amount of information on the material necessary in each subject through such studies. A textbook writer who is unfamiliar with these investigations, or, if familiar with them, gives no heed to them in the writing of a text, is placing an obstacle in the path of educational progress. Many textbooks on the market show that the author has been in no way influenced by these scientific investigations. A person selecting books needs to bear this in mind in his examination.

The committee on minimum essentials in elementary-school subjects has had a great influence on the content of textbooks. Arithmetic has been a subject that has required undue attention in the past, owing to the fact that obsolete material has still encumbered the textbooks. Teachers have felt that it was necessary to teach these textbooks even though they could see no social sanction. Topics that have been of no practical use for centuries have received just

as much attention from the author of the textbook as those which are of real value. Most of our present-day writers have been influenced by investigations of the content of arithmetic, but there are still texts on the market that follow the traditional plan.

In the subject-matter of spelling, which is considered very simple from the layman's point of view, grave errors may be made if the author has not been a student of the present-day experiments in education. The change in the content of spelling is possibly as marked as in most subjects, yet there are still spelling-books on the market to-day that show no influence whatever of the results of the modern scholarship in this field.

The amount of material in a textbook needs to be checked carefully. Many textbooks have contained a too meager amount to be most serviceable. The development of a topic may, in many cases, be adequate, but the drill material to gain the requisite skill in fixing the form has been inadequate. The amount needed in a text will depend to a great degree upon how many different texts are used in one subject. If a school is restricted to one or two textbooks it is essential that a text containing a larger amount of

material be adopted than would be the case if half a dozen texts were available on the same subject. It is sometimes contended that if the text has a meager amount of material it can be supplemented by the teacher. This argument might at first thought seem valid, but a person who has had very much experience in supervision understands how difficult it is to get a sufficient amount of elaboration if the textbook presents a meager treatment.

The illustrations of a text should be studied carefully. One striking line of demarcation between the texts of to-day and those of a few years ago is in the great use of illustrations. One of the recently published series of readers is illustrated by one of the best-known artists in this particular field. Publishers have gone to much expense to have illustrations that have artistic merit; in fact, it is said that the illustrations in some of the latest series of books have cost much more than the manuscript. The wise use of the stereopticon and motiograph in the schools is responsible for the increased attention given illustrations. We appreciate the value of using illustrations to secure attention, to arouse interest, and to present striking characteristics that are impossible to depict in abstract language.

There may come a reaction, and less attention may be given to illustrations than we have at the present time. We will never come back, though, to the dry, formal, unattractive textbooks that tended to make children feel that school was the place where anything beautiful was not to be tolerated.

A textbook may be much more usable if it contains certain helps; e.g., index, selected lists of references, charts, diagrams, sketches, to make effective striking comparisons, and, also, a few suggestions of method that will be of assistance to teachers. These are elements that are commonly overlooked, but they are important and significant from the standpoint of being a more effective instrument. The author has been told frequently that one recent series of books has been of great service to teachers because it has given hints of right methods of presentation.

A second group of standards, while not of the same importance as content and organization, nevertheless should be taken into consideration by persons who are making a selection. In Chapter II we discussed the bases that are commonly used and pointed out that many of them, though of some significance, received undue weight.

The reputation of the author of a textbook has been given undue prominence in advertising the text. This has been particularly true if he was a man who had a reputation for scholarship, or if he had a large local following. A textbook should be written by a person who has a broad knowledge of his field; he should have adequate knowledge of the particular aspects of the work he is treating; he should have had experience in teaching students at the stage of advancement for which the text is intended. The latter point is particularly significant. A person may maintain in an academic discussion that one who understands the general principles of mental development may write a satisfactory treatise without having had experience in teaching. It is only by direct contact in the classroom that one appreciates the attitude of students. The greatest teachers of teachers in our country today are the ones who have had direct experience in teaching both children and adults in all the different stages of development. Mere experience in teaching is not sufficient for preparing satisfactory textbooks, but it is one of the indispensable elements.

The reputation of publishers should be given a slight consideration. There are publishers

who have the reputation, and justly so, of publishing nothing but books of decided merit. Their imprint on a book gives it character. One should be cautious about giving this element undue emphasis.

The date of copyright should be taken into consideration. A period of rapid educational progress such as we have been passing through means frequently that textbooks, in many subjects, soon become obsolete unless kept up to date by revision. There have been textbooks that have served adequately the needs of the schools for a generation, but this is the exception rather than the rule. When books are selected for a period of years it is quite essential that the book shall represent the most modern scholarship. The wide use of a book, as has been stated previously, may be no argument for its adoption, but if a text has been tested and found satisfactory under conditions similar to those under which it is going to be used, it may be worth a little consideration. It may be comforting to a committee to know that they are not taking any undue risks in making a test.

A third group of standards which should be taken into consideration is the mechanical construction of a book. These elements have prac-

tically no influence on the results of instruction. They are necessary to make its use more satisfactory.

The first thing in the mechanical construction of a book which impresses one is its general appearance. We form a judgment of a book when we first look at it. This is made up of many factors; we do not consciously analyze them, but speak of them in terms of general appearance. This may mean attractiveness of cover, kind of type, kind and number of illustrations, size of book, number of pages, binding, quality of paper, etc. All these things are factors in its appearance, yet the fact remains that two books may score equally in these separate facts though one has an undeniable something which the other does not possess. This is due to the artistic balance of all factors, and while this is to some people a minor or unimportant thing, yet the artistic appearance of the book should bear some weight in its selection. One of the results of school training should be the appreciation of the artistic, and a book which a child is constantly using should be of a kind that would foster rather than handicap his appreciation of the bookmaker's art.

The binding of a book should be durable and

attractive, durable because a text receives hard usage, and attractive, for we wish to inculcate good ideals toward appreciating the bookbinder's art. A book that is well-bound has a distinction that gives it a certain prestige, just as a well-dressed person finds less difficulty in meeting persons of culture and refinement than does one who is carelessly or over dressed. A person takes pride in an attractive book and will endeavor to keep it in better condition than he will one that is unattractive or that soon shows wear.

The material out of which a book is made should receive considerable attention. Textbooks are made for hard and constant usage, and if the material is poor and inferior in quality the life of the text is consequently short. The appearance of the material in some books is deceptive, and a person must know something of the quality of the paper to make an accurate judgment as to its durability. The writer once knew an agent who represented an inferior book and made a strong argument to the school board on the durability of the paper. It was a thick paper with glossy finish, made up of filler with practically no fiber. The board was quite dumbfounded to find at the end of one year that the

books showed as much wear as the ordinary book would at the end of two or three years of service. It was an expensive lesson, yet it was taught to that school board effectively; it led them to decide that the judgment of an expert in selecting books was desirable.

The type used in printing textbooks is receiving more attention to-day than formerly. We have had a few scientific investigations of the size of type and length of line that is most easily read and causes the least eye-strain. This is a matter that demands careful consideration in selecting textbooks for children. The size of type in the lower grades should be large enough — but not too large — so there should be no evidence of strain. The small child has difficulty in reading unfamiliar symbols; they should be clear and distinct enough to cause him no difficulty in recognizing the characters. It would be quite unusual to find persons selecting textbooks using a magnifying-glass and a millimeter measure; it should be the usual procedure, for only in this way can a selection meet hygienic requirements in size of type and length of line. Huey,[1] in his chapters on "The Hygiene of Reading," reaches the following conclusions from his study of the

[1] *Psychology and Pedagogy of Reading.*

investigations of persons who have studied the problem in a scientific way: that the height of the short letters should be not less than 1.5 millimeters to 3 millimeters; that the width of the vertical strokes should be no less than .25 up to .3; that the spaces within the letters between the vertical strokes should be not less than .3 of a millimeter; that the length of a line should be a maximum of 90 millimeters in length and somewhat shorter lines are to be preferred; and that the length of lines, particularly in books for children, should be uniform.

The size of the book needs to receive some attention, but this has been standardized to such a degree that little need be said on the subject. Textbooks on geography are about the only ones that have fluctuated in size to any great degree in the last few decades. It seems to be a mooted question in this country as to which size of book is most serviceable. Maps are necessary, and the problem arises whether it is better to have a larger book so that the maps may be incorporated with the subject-matter or to have a book comparable in size to reading and language books and have an atlas accompanying them. There are good arguments on both sides of the question; the present tendency seems to be to have the

books larger than those in other subjects and to have maps incorporated.

We have outlined a few general facts that should be taken into consideration in a survey of any book. Now we are in a position to analyze texts in different subjects and point out factors that should receive attention in addition to the general points outlined above. There have been a few desultory attempts in different school systems to work out score cards in a few basic subjects; these attempts have been sporadic and have had little or no influence on the country as a whole. Most people who select books, even when a careful examination is made, think only of the specific problems presented by that subject. The elements which are common to all books are important as well; for instance, in selecting a text in reading the general questions should be answered satisfactorily before an intensive study is made of the book.

The outlines are put in the form of a score card under the four heads *excellent*, *good*, *fair*, and *poor*. The person examining the texts should check the items in the appropriate columns. At the end of the examination he is in a position to find which text scores highest. If one wishes, in addition, it is possible to weigh the different

elements. For example, it might be decided that a total of 1000 points be given to a text. The headings might be considered: I, 50; II, 250; III, 600; IV, 100. The various subheads in each case could be assigned a score according to one's judgment of their relative values. The relative weight would depend wholly upon personal opinion. There would be no particular objection to the plan if one feels his choice would be better. Under most conditions the author feels that the method suggested in the outlines should be followed, as he has found by actual testing of the outlines that the results obtained in this way are more satisfactory.

VII

OUTLINE AIDS FOR JUDGING ALL TEXTS

	Excellent	*Good*	*Fair*	*Poor*
I. Publication:				
1. Title.				
2. Authors:				
A. Reputation.				
B. Authority.				
C. Other writings.				
3. Publisher:				
A. Reputation.				
B. General experience.				
C. Experience in this field.				
4. Date of copyright:				
A. First edition.				
B. Revised edition, if any.				

	Excellent	*Good*	*Fair*	*Poor*
II. Mechanical construction:				
1. Size:				
A. Size of page.				
B. Number of pages.				
2. Shape.				
3. Binding:				
A. Paper.				
B. Cloth.				
C. Board.				
D. Leather.				
E. Durability.				
F. Attractiveness.				
4. Covers:				
A. Color.				
B. Decoration.				
5. Paper:				
A. Finish:				
a. Plain.				
b. Gloss.				

	Excellent	*Good*	*Fair*	*Poor*
c. Dull.				
d. Tinted.				
B. Fiber:				
a. Heavy.				
b. Thin.				
C. Filled.				
6. Type:				
A. Kind.				
B. Size.				
C. Conform to the needs of different ages to avoid eye-strain.				
7. Spacing:				
A. Letters.				
B. Words.				
C. Lines:				
a. Length — in accordance with psychological investigation.				

	Excellent	*Good*	*Fair*	*Poor*
D. Paragraphs.				
8. Width of margins.				
III. Content:				
1. Meet needs of user.				
2. Purpose of author:				
A. Indicated by preface.				
B. Developed in book.				
C. Consistent point of view.				
3. Exact scholarship.				
4. Vocabulary:				
A. Within comprehension of students.				
B. Many new words introduced in each assignment.				
5. Style: clear, lucid.				
6. Treatment of topics in proportion to their importance.				

	Excellent	*Good*	*Fair*	*Poor*
7. General treatment or particular phase of subject.				
8. Organization.				
9. Aids in use: A. Index.				
B. Table of contents.				
C. References: a. Selection.				
b. Representative or chosen without regard to value.				
D. Illustrations: a. Number.				
b. Representative.				
c. Clear.				
d. Purposeful.				
E. Maps, charts, diagrams, and graphs: a. Use.				

OUTLINE AIDS FOR JUDGING

	Excellent	*Good*	*Fair*	*Poor*
b. Value.				
F. Suggestions as to methods of treatment: a. Teacher's manual.				
b. Suggestions in text.				
IV. Use: 1. Grades to which best adapted.				
2. Adapted to course of study.				
3. Basic text.				
4. Supplementary text.				
5. Reference.				
6. Source material.				
7. Teacher's handbook.				

VIII

SPECIAL OUTLINES FOR EVALUATING TEXTS IN DIFFERENT SUBJECTS

SPECIAL outlines have been prepared for the examination of the principal subjects of study, both in the elementary and the high school. In a few cases the outlines cover a department rather than one subject. This has seemed advisable, owing to the fact that the general problems are very similar. Unfortunately, few discussions on teaching the various subjects give help to a person in choosing a textbook in a particular subject. It would mean a better selection if the outline could be preceded by a discussion of the subject in its historical development, of the necessary modifications to meet present-day conditions, and also of the present tendencies in typical textbooks. It might seem that books on the teaching of various subjects should discuss essential factors in textbooks. Until such works are available outlines that will assist in a systematic analysis of the contents of a text will be valuable. The pathologist who examines a culture and finds the germs of tuberculosis is not

concerned with the best mode of treatment for the patient from whom the culture has been taken. The best methods of treatment are considered either prior to the examination or they are a later outcome. In the selection of textbooks one decides what should be the outcome from this subject of study. After he has examined them he is in a position to select the one that seems to be most in harmony with his conception.

In the preparation of the outlines it has been taken for granted that persons selecting books will have a basic knowledge, not only of the subject itself, but also of the problems in instruction. The outlines aim to raise the pertinent questions that should receive attention when one examines the texts. Little attempt has been made to indicate the present tendency or the most desirable modes of procedure in the development of the subject. A brief statement has been made at the beginning of some of the outlines calling attention to developments in the subject in recent years. The things that one may find in texts in the different subjects are called to mind in the outline, but no suggestion has been offered as to relative values. This would be of little worth had it been done, for

one person may think a particular phase of subject-matter is important while an equally good authority may consider this same phase unimportant. The outlines should assist each of these persons in analyzing the contents of a book in an impartial way. After the contents are known a person making examination is in a position to know whether or not it meets his particular needs.

1. Reading

READING occupies a preëminent position in the curriculum of the elementary school. It is just that it should have a prominent position, particularly in the primary grades. The problems of teaching reading have been discussed at considerable length. There have been readers published to meet practically all possible points of view in developing the subject. In the selection of texts the large problem is to adjust means to ends.

EVALUATING TEXTS

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Basic material:				
1. Stories.				
2. Mother Goose Rhymes.				
3. Action stories or sentences.				
4. Material chosen to illustrate phonic system.				
5. Irrelevant — lacking in definite purpose.				
6. Cumulative.				
7. Relative to child's experience and environment.				
II. Vocabulary:				
1. Total number of different words.				
2. Vocabulary of each lesson easily found.				
3. Within comprehension				

	Excellent	*Good*	*Fair*	*Poor*
of children at this stage of development.				
4. Words presented gradually.				
5. Table showing frequency of repetition of new words.				
6. Aids in getting pronunciation and meaning of new words: A. Given at end of selection.				
B. Classified list at end of book or in manual.				
7. Well graded.				
8. Progressive development in the different books of the series.				
III. Method: 1. Thought.				
2. Story.				

	Excellent	*Good*	*Fair*	*Poor*
3. Sentence.				
4. Word.				
5. Phonic.				
6. Eclectic.				
7. Necessary adjuncts: A. Charts, cards, pictures, etc.				
B. Teacher's manual.				
8. Consistent development of theory.				
9. Formal element subordinate to content.				
10. Provision for individual differences.				
11. Help in form of questions at beginning or end of selections.				
IV. Illustrations: 1. Appropriate, appeal to children.				

	Excellent	*Good*	*Fair*	*Poor*
2. Artistic.				
3. Integral part of the material.				
4. Located in right position on page.				
V. Content:				
1. English masterpieces. A. Prose.				
B. Poetry.				
2. Writings of modern or present-day authors.				
3. Material that supplements work in other subjects, history, geography, art, etc.				
4. Appeal to grade for which intended.				
5. Appeal primarily to country or to city children.				
6. Duplicate what is al-				

	Excellent	*Good*	*Fair*	*Poor*
ready in use or is approximately new.				
VI. Distinctive elements in these books not found in others.				
1. Has the author accomplished his aim as stated in the preface?				
2. Is a conscious purpose evident throughout the series.				
3. Does the series conform to the best theories of teaching reading?				

2. Arithmetic

ARITHMETIC has received its share of attention in the movement for educational reform. The purpose of the subject has been analyzed, some traditional material has been eliminated, and the practical aspect of the subject has been emphasized. It is still considered one of the core subjects of the curriculum, even though in

some quarters it has lost prestige. Textbooks in this subject need careful scrutiny to see if they have the desired point of view, and if the subject-matter is consistently developed to realize the aim.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Point of View:				
1. Mental training.				
2. Social efficiency.				
II. Organization of subject-matter:				
1. Topics developed logically and psychologically:				
A. Development topical, spiral, or cumulative.				
2. Nature of the problem material:				
A. Amount.				
B. Practical.				
C. Conform to business practice.				

	Excellent	*Good*	*Fair*	*Poor*
D. Within experience of children at this stage of development.				
E. Properly graded.				
F. Provision for individual differences.				
G. Economy of time.				
H. Language clear, concise, non-technical, easily understood, correspond to vocabulary of readers.				
I. Proper attention to thrift and other important economic principles best taught in arithmetic.				
3. Drill material: A. Adequate.				
B. Practical.				

	Excellent	*Good*	*Fair*	*Poor*
C. Prepared with results of standard tests in mind.				
D. Variety.				
E. Provision for motivation.				
F. Provision for individual and group differences.				
4. Attention to business forms: A. Simple accounts.				
B. Experience with checks, drafts, receipts and other common business forms.				
5. Preparation for other mathematics: A. Use of equation.				
B. Purpose of equation.				
C. Use and purpose of graphs.				

	Excellent	*Good*	*Fair*	*Poor*
D. Construction.				
6. Elimination:				
A. Basis.				
B. Topics.				
C. In accordance with recommendations of committee on economy of time.				
III. Methods of presentation:				
1. Inductive — principles evolved.				
2. Deductive — principles given.				
3. Suggestions for use of local data.				
4. Use of objective material.				
5. Suggestions for teaching topics.				
6. Other teaching helps.				

	Excellent	*Good*	*Fair*	*Poor*
7. Answer book for teachers, separate pamphlet for students, answers bound in book.				
8. Influence of standard tests apparent.				
9. Emphasis upon development of fundamental habits of estimating answers, checking results, etc.				
10. Training in independence of paper and pencil — mental work.				

3. Language

THE expression side of language is constantly emphasized. The relative importance of oral *versus* written is a subject of perennial discussion. Both forms are necessary and important. The inculcation of correct language habits is one of the great problems of the classroom teacher.

EVALUATING TEXTS

The present tendency is to emphasize the functional viewpoint rather than the structural. Experimental studies have shattered the faith of many people in the efficacy of formal grammar as a subject of study in the elementary school. Language rather than grammar should be stressed if desired results are to accrue. Many texts are available. Careful examination is needful if a wise choice is made.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Purpose:				
1. To teach correct language through use.				
2. To teach correct language through rules or principles.				
II. Nature of material:				
1. Representation of a wide range of interests; i.e., stories, poems, dramatization, pictures, etc.				
2. Selected from standpoint of children's in-				

	Excellent	*Good*	*Fair*	*Poor*
terests, needs, and capacities.				
3. Stimulates ideas.				
4. Stimulates the imagination.				
5. Emphasizes the element of classical in literature.				
6. Drawn from other subjects; i.e., history, geography, etc.				
7. Vocational or written with a specific purpose in view.				
8. Content subordinated to form; i.e., selected to bring out principles.				
9. Original — prepared by the author.				
10. Formal — emphasis on the technical side.				

	Excellent	*Good*	*Fair*	*Poor*
11. Provision for building vocabulary.				
III. Method of treatment:				
1. Opportunities given for expression: A. Oral.				
B. Written.				
C. Proportion between these two well balanced.				
2. Provision for motivation.				
3. Expression in conventional form emphasized.				
4. Emphasis on drill to habituate correct forms.				
5. Principles developed from need.				
6. Provision made to emphasize the principles most frequently violated.				

	Excellent	*Good*	*Fair*	*Poor*
7. Provision for individual differences.				
8. Evidence that the author has been influenced by the recent investigations of the subject.				
9. Formal grammar emphasized or treated incidentally.				
10. Consistent nomenclature — use the "new" nomenclature recommended by N. E. A.				
11. Adequate provision for different types of language work; e.g., narration, description, etc.				

4. Spelling

THERE has been a marked interest in the teaching of this subject in recent years. It has received much attention by educational investigators. The influence of these investigations has

been reflected in the spelling-books published in the past three years. We have a more accurate knowledge of what material is actually used by children, and also the difficulties in teaching the material in this subject than we have in any other in the curriculum. People whose duty it is to select spelling-books should be familiar with these studies.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Number of Words: 1. Total number.				
2. Number for each year.				
3. Table showing percentage of words in various scientific lists.				
II. Source of Words: 1. Selected on basis of needs through investigation: A. Investigation exhaustive, as represented by Anderson, Ayres, Jones,				

	Excellent	*Good*	*Fair*	*Poor*
Cook, O'Shea, and Kansas City.				
B. Investigation superficial.				
2. Selected on basis of opinion of what needs should be.				
3. Selected from other spellers without any underlying purpose apparent.				
4. Provision for making lists dependent on individual needs.				
III. Suggestions as to methods of presentation: 1. Suggestions helpful to teacher.				
2. Suggestions as to the division of period between teaching and testing.				
3. In accordance with present day knowl-				

	Excellent	*Good*	*Fair*	*Poor*
edge of the pedagogy of spelling:				
A. Appeal to different ideational types.				
B. Careful pronunciation.				
C. Syllabication.				
D. Emphasis on particular difficulties.				
E. Suggestions on method of determining difficulty of words.				
F. Gradation of words.				
G. Provision for review in accordance with psychology of forgetting.				
. Rules:				
A. Use.				
B. Value of those given.				
5. Idea made promi-				

	Excellent	*Good*	*Fair*	*Poor*
nent that spelling is a subject to be taught not merely tested.				
6. Use of dictionary encouraged.				
7. Number of new words to be presented at each lesson.				
8. Any suggested methods of application to test efficiency of teaching.				
9. Methods of testing: A. Spelling of isolated words.				
B. Spelling of words in dictated sentences or paragraphs.				
C. Spelling of words in original composition.				
D. Spelling of words in reference to standard tests.				

5. Geography

THERE has been a marked change in the attitude toward this subject in recent years. The relationship idea has become prominent. The conception of a textbook in geography as a mere atlas is no longer sufficient. The modern text in this subject does credit to the makers of books. Owing to the cost of publication there is not a multiplicity of texts from which to choose as in most other subjects. This fact makes possible an extensive examination without great effort.

Names of texts .....

	Excellent	*Good*	*Fair*	*Poor*
I. Point of View:				
1. Relationship idea prominent. Response of man to his environment considered the essence of the subject.				
2. Information the end point.				
3. Physical features or life of the people the starting point in the first book.				

	Excellent	*Good*	*Fair*	*Poor*
II. Organization of material:				
1. Logical: The point of view of the scientific geographer; i.e., mathematical, physical, political, industrial.				
2. Psychological: Organized from the point of view of the interests, capacities, and needs of the undeveloped children.				
3. Organization with a definite purpose:				
A. Facts about the earth and its inhabitants correlated.				
B. Good paragraphs and topical unity.				
4. Number of books in series.				
5. Difference in treat-				

	Excellent	*Good*	*Fair*	*Poor*
ment in the books of the series.				
III. Type of treatment:				
1. Topics treated in large units with many supporting details; that is, the type treatment.				
2. Suggestions for problem study.				
3. Interesting information given in an interesting way rather than a mere list of facts.				
4. Attention to relative values based on importance.				
5. Sailor or location geography emphasized.				
6. Use of devices such as graphs to make statements emphatic.				
IV. Reliability of material:				
1. Accuracy of statement.				

	Excellent	*Good*	*Fair*	*Poor*
2. Latest available information utilized.				
3. Explicit statement of the year in statistics, etc.				
4. Maps accurate.				
V. Accessories:				
1. Maps: Different kinds, physical, relief, regional, political, commercial, and industrial.				
2. Illustrations:				
A. Sufficient in number.				
B. Well chosen, representative in character to give correct ideas.				
C. Well engraved.				
3. Statistics.				
4. Indexes.				
5. References.				

6. History

If, as it has been said, the purpose of history is to develop the imagination, in order to see the past in the present, textbooks in this subject are difficult to write. The content must be carefully selected to see the past in true perspective. Language must be employed to make the content vital. The author must be able to select subject-matter in the light of relative values. Textbooks that will create an abiding interest in the subject are the goal toward which we should strive in making a selection.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Type of book:				
1. Skeleton outline of topics.				
2. Outline partially developed.				
3. Topics sufficiently developed to be intelligible without further supplementing.				
II. Material:				
1. Accuracy of statement:				

	Excellent	*Good*	*Fair*	*Poor*
Author a recognized authority of the general subject or in a special field.				
2. Scientific development.				
3. Definiteness and clear presentation.				
4. Concreteness of statement, sufficiently supplemented.				
5. Point of view: A. Presentation of conflicting opinions.				
B. Author's judgment fair or biased.				
6. Emphasis on war or on social and industrial development.				
7. Emphasis on things national, international, development of an intelligent patriotism.				

	Excellent	*Good*	*Fair*	*Poor*
8. Evidence of special interest on the part of author.				
9. Number of pages an indication of the proper presentation of topic.				
10. Exaggerated statements of topics.				
11. Written in style to develop imagination, or statement of facts without literary embellishment.				
12. Biographical treatment prominent.				
13. Would the book as a whole tend to create an abiding interest in the subject?				
III. Aids to understanding: 1. Illustrations.				
2. Indexes.				
3. References.				

7. Civics

THE purpose of civics should be to make the students appreciate the qualities of a good citizen; to understand the duties that devolve upon a good citizen, and to develop in him an unquenchable desire to live the life of a good citizen. Such purposes will not be attained through a study of the forms or machinery of government. The student must understand the functions of government; what his responsibilities are; and be given an opportunity to realize them in his present life. This means that civics must be correlated with school life in all phases of associations that the pupils enjoy. An abstract discussion of the qualifications for the members of Congress and an enumeration of the duties of the Secretary of State will not necessarily help the student to perform the responsibilities that devolve upon him as a citizen.

The selection of a textbook in civics needs careful attention to see that the treatment of the form and structure of government does not obliterate the discussion of the essential qualities of citizenship.

EVALUATING TEXTS

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Point of View:				
1. Teach knowledge of form and structure of government.				
2. Show the functions of government.				
3. Present elements of good citizenship through concrete illustrations.				
II. Content:				
1. The relationship that students understand given most importance.				
2. Need of government based on students' own experience.				
3. Principles of government an outgrowth of situations; or do the illustrations follow the presentation of principles?				

	Excellent	*Good*	*Fair*	*Poor*
4. Portion of the text given to machinery of government.				
5. Written in interesting, attractive manner, accompanied by illustrations that would make the point more vivid.				
6. Stimulate pupils to form school organizations.				
7. Any suggestions for such organizations.				
III. Organization: 1. Function of government central idea.				
2. Development from national government to local or from the local to the national.				
3. Interests or needs of students the starting-point.				

	Excellent	*Good*	*Fair*	*Poor*
4. Deviation from organization for the purpose of making more realistic.				
5. Constitution of the United States in appendix.				

8. Drawing

THIS subject is one of the infants of the curriculum. For this reason its place is not always clearly defined. In a few cases its younger brothers and sisters have developed more lustily; consequently, the line of demarcation between drawing and industrial arts is not always seen. A textbook does not play such an important part in the teaching of the subject as in the traditional ones. However, most school systems use textbooks and their selection needs the same careful analysis that is demanded of other books.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Purpose:				
1. To establish standards of appreciation in expression.				
2. To furnish examples for inspiration in attaining standards.				
II. Organization of subject-matter:				
1. Organized from the standpoint of the child's interests and within his capacity.				
2. Content of balanced proportions:				
A. Appearance drawing:				
a. Correct form.				
b. Sufficient emphasis on value and perspective.				
B. Design:				
a. Adaptation to construction				

	Excellent	*Good*	*Fair*	*Poor*
and to factory products of common usage.				
C. Color:				
a. Examples for basis of appreciation of the environment.				
b. Good selection of factory products.				
c. Opportunity for application to school problems.				
D. Mechanical Drawing.				
a. Relation to construction.				
III. Use:				
1. Guide for teachers.				
2. Suggestive for pupils.				
3. Arbitrary text for pupils.				

9. Music

A SCHOOL system that does not have music taught as an integral part of the curriculum in the elementary school is quite the exception. It has required a long period of time to work out a consistent theory of teaching this subject in the schools. This would be expected because of the nature of the subject itself and because the earlier teachers had their attention focused on technique rather than on the problem of presentation. Much progress has been made in the theory of teaching the subject. The publishers have aided greatly in this movement, and the excellency of the textbooks in music is no less to-day than in the traditional subjects.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Aims:				
1. The social unity in the schoolroom.				
2. Develop through self-expression.				
3. Coördination with other subjects.				

	Excellent	*Good*	*Fair*	*Poor*
4. Intelligent and appreciative music-lovers.				
5. Formation of correct vocal habits.				
II. Song Material:				
1. Source:				
A. From the old masters, from the great living composers or from folk songs.				
2. Variety in the material:				
A. Rhythmic in content.				
B. Music and words coördinate.				
C. Texts with national sentiment intelligently selected.				
III. Basis for Organization:				
1. Appeal to the interest of children in the various grades.				

	Excellent	*Good*	*Fair*	*Poor*
2. Rote songs based on melodic memory.				
3. Note reading coördinated with observation songs.				
4. Adapted to the range of voices.				
5. Technical problems presented in the observation songs.				
6. Musical phrase, with cumulative repetition, used as basis of reading music.				
7. Comparison with approved methods of teaching the reading of English.				

10. Penmanship

A SYSTEM of writing, when adopted for a school system, presents problems slightly different from those of most other subjects. One of the greatest handicaps to efficient teaching of the sub-

ject has been the failure to analyze the problems, and to know what could and what should be accomplished. In other words, there have been no definite standards of attainment. The scientific studies to measure results and to set up standards of attainment have been fruitful of much good. Perhaps no subject in the curriculum has profited more by such studies in education than has penmanship. In selecting a system attention needs to be given to the fundamental factors of speed and legibility. Freeman has analyzed these elements from a psychological point of view. His work should be familiar to all teachers of the subject. Perhaps the greatest problem in the adoption of any of the well-known systems that are available to-day will be to instruct teachers how to be efficient teachers of this art.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Point of View:				
1. Develop legibility in all stages.				
	.....	.....	.....	....
2. Develop correct form with little emphasis				

	Excellent	*Good*	*Fair*	*Poor*
on execution in first stages.				
3. Develop form, legibility, and speed harmoniously.				
II. Development:				
1. Attention given to form — correct position, holding pen, etc.				
2. Free arm movement introduced at first.				
3. Provision for large writing in primary grades.				
4. Letters developed consistently.				
5. Organization of exercises logical.				
6. Mastery of material present progressive difficulties.				
7. Movement drills pre-				

	Excellent	*Good*	*Fair*	*Poor*
cede writing of words and sentences.				
8. Writing material have meaning in itself.				
9. Writing material merely used for application of principles.				
III. Results:				
1. Adequate provision for drill: A. Drill motivated.				
B. Conducted in accordance with recent psychological investigations.				
C. Provision for individual differences.				
2. Standards of attainment: A. Use of standard scales encouraged.				
B. Proper standards for speed, legibility, etc., indicated.				

	Excellent	*Good*	*Fair*	*Poor*
3. Suggestions for diagnosing difficulties and for improvement.				
4. Instruction for teachers worked out in detail.				

11. Algebra

THERE are certain mooted questions as to the purpose of algebra. The purpose has been conceived by some teachers to be the disciplining of the mind — whatever that may mean; by some to be the preparation of students for higher mathematics; by some to be the training of students to use algebraic formulas in solving problems and interpreting equations that are beyond the ability of a person without this knowledge. In other words, it has been considered to be disciplinary, preparatory, or practical. The point of view, the introduction to the subject, the development of topics and their relative emphasis demand much attention in the selection of a book.

EVALUATING TEXTS

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Point of View:				
1. Mental training.				
2. Basis for advanced mathematics.				
3. Practical application in other fields.				
II. Development:				
1. Through abstract symbolism.				
2. Emphasis upon translation of formula.				
3. Through equation and graphs.				
4. Topically following the conventional form; i.e., addition, subtraction, etc.				
5. Topic rationalized before habituation is expected.				

	Excellent	*Good*	*Fair*	*Poor*
III. Problem Material:				
1. Sensible — having reality.				
2. Based upon further needs.				
3. Puzzle type.				
4. Language — clear and direct without ambiguity.				
5. Adequate.				
6. Represent application of principles.				
7. Provision for individual differences.				
IV. Drill Material:				
1. Representative.				
2. Adequate.				
3. Varied.				
4. Given immediately after the development of principle or a				

	Excellent	*Good*	*Fair*	*Poor*
modified spiral method used.				
5. Based upon scientific evidence.				

12. Geometry

GEOMETRY has been considered the subject *par excellence* to develop cogent reasoners. Few subjects in our schools are more hidebound by tradition. A new type of book in high-school mathematics has made its appearance. Its status at present is difficult to estimate. The traditional type of geometry still prevails in most schools, and while practically all the books in the subject follow the same general plan, there are a sufficient number of vital differences to warrant a careful examination of texts before making a choice.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Point of View: 1. Mental training.				
2. Practical value.				

	Excellent	*Good*	*Fair*	*Poor*
II. Development:				
1. Formal and conversational.				
2. Inventional — construction the starting point.				
3. Attempt to prove rigorously self-evident propositions.				
4. Reasons stated.				
5. Students requested to find reason for step.				
6. Related to other branches of mathematics.				
7. Related to needs of different groups.				
8. Attempt to make it more attractive by giving historic and biographic notes of great mathematicians.				

	Excellent	*Good*	*Fair*	*Poor*
III. Original Exercises:				
1. Number in comparison to theorems.				
2. Given as application when theorems are presented.				
3. Given at end of chapter.				
4. Given at end of book.				
5. Practical application.				
6. Provision for individual differences.				

13. Science

THE sciences receive much attention in every well-equipped high school. Few subjects have played a greater part in developing our present-day civilization. Science teaching has not always kept abreast of the discoveries in the field. However, it has changed its emphasis from the pursuit of the subject for its own sake to its application in the solution of everyday problems. The textbook should inculcate a scientific attitude of mind.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Attitude:				
1. Knowledge as an end in itself.				
2. Value of knowledge found in its application.				
II. Content:				
1. Abstract.				
2. Information that will be of practical value.				
3. Organization from viewpoint of advanced scientist.				
4. Organization from viewpoint of practical needs of novice.				
5. Language:				
A. Technical.				
B. Popular.				
C. Clear, concise,				

	Excellent	*Good*	*Fair*	*Poor*
forcible, interesting.				
6. Illustrations: A. Adequate.				
B. Representative.				
7. Project work basis for science; such as, agriculture, nature study, household economics, etc.				
8. Information accurate — modern — make use of most recent discoveries and acceptances of latest theories of best authorities.				
III. Laboratory Exercises: 1. Kind.				
2. Amount.				
3. Separate manual.				
4. Suggestion as to use.				
5. In accordance with scientific method.				

14. Foreign Languages

THE most fundamental problem in the selection of textbooks in foreign languages will be the attitude of the author toward the approach to the language. The controlling aims of the school system will govern the choice in this particular. The vocabulary, amount of grammar, and the nature of the material in the basic texts demand careful investigation. The selection of the reading matter should be governed in the early years by the interest of the pupils, the purpose of the course, and the method of teaching.

Names of texts.....

	Excellent	*Good*	*Fair*	*Poor*
I. Approach to Language: 1. Grammar — indirect.				
2. Conversation — direct.				
3. Combination of the two.				
II. Vocabulary: 1. Number of words in the first book.				

	Excellent	*Good*	*Fair*	*Poor*
2. Number of new words in each lesson.				
3. Amount of repetition.				
4. New vocabulary at the end of each lesson.				
5. Ratio of new words in each lesson consistent.				
6. Vocabulary that will give a foundation for conversation or for reading classics.				
7. Opportunity to use in discourse.				
8. Illustrations used as a basis for conversation.				
9. Influence of studies by Lodge, Brown, etc.				
III. Grammar: 1. Development from				

	Excellent	*Good*	*Fair*	*Poor*
A. Standpoint of need.				
B. Logical structure.				
2. Exhaustive treatment or enough to meet needs of high-school pupils.				
3. Application of principles.				
4. Provide for motivation.				
5. Adequate provisions for repetition of forms.				
6. Summary of inflections at the end of the book.				
7. Create a desire for continuation of the study of the language.				
IV. Methods: 1. Per cent of time given				

	Excellent	*Good*	*Fair*	*Poor*
to use of the new language instead of English.				
2. Provision for training the ear.				
3. Provision for practice in speaking the language.				
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      (7) Illustrations.
      (8) Aids in use.
   b. Standards of secondary importance.
      (1) Reputation of author.
      (2) Reputation of publisher.
      (3) Date of copyright.
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